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Imaginaries of pre-service teachers from La Salle University about inclusive education

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IMAGINARIES OF PRE-SERVICE TEACHERS FROM LA SALLE
UNIVERSITY ABOUT INCLUSIVE EDUCATION

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Línea de investigación

Educación, Lenguaje y Comunicación

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UNIVERSITY ABOUT INCLUSIVE EDUCATION**

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Asesor

Yamith José Fandiño Parra

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Abstract

This article discusses inclusive education based on the imaginaries that pre-service teachers have from the BA in Spanish and Foreign Languages from La Salle University. The participants were 26 students from seventh to tenth semester that had already had experience with teaching at schools. The methodology used in this research was qualitative, considering the real points of view of people who are experiencing their professional lives as teachers in practice. A mixed structure survey where students answered closed questions to obtain general information about the subject and open questions to identify personal imaginaries related to inclusive education was applied. We found that pre-service teachers from La Salle University see inclusive education as a field which is part of their future profession and which in some point of their career they must face. Pre-service teachers also see inclusive educations as a difficult part of their labour, but something necessary for their teaching developing and for society developing and equality.

Key words: Inclusive education, Imaginaries, Pre-service teachers, students.

Resumen

Este artículo presenta la educación inclusiva desde los imaginarios que los estudiantes en prácticas en licenciatura en lengua castellana, inglés y francés de la universidad de la Salle tienen. Los participantes fueron 26 estudiantes de séptimo a décimo semestre que han tenido experiencia enseñando en colegios. La metodología usada en esta investigación fue cualitativa, considerando los puntos de vista reales de las personas que están experimentando su vida profesional como profesores en práctica. Una encuesta de estructura mixta donde los estudiantes respondieron preguntas cerradas para obtener información general sobre el tema y preguntas abiertas para identificar imaginarios personales relacionado con educación inclusiva fue aplicada. Pudimos identificar que los docentes en formación de la Universidad ven la educación inclusiva como un campo que forma parte de su futura profesión y que, en algún punto de su carrera, deben enfrentar. Los docentes en formación también ven que la educación inclusiva es una parte difícil de su trabajo, pero algo necesario para su desarrollo docente y para el desarrollo y la igualdad de la sociedad.

Palabras claves: Educación inclusiva, imaginarios, profesores en formación, estudiantes.

INTRODUCTION

Currently, education demands today's teachers to acquire and develop pedagogical and disciplinary knowledge that allows them to deal with students with special educational needs. They should be able to work with diversity and inclusion, so that they can propose and develop programs and processes that attend to the needs of students under a condition of physical, cognitive or sensory disability. Ultimately, they need to be able to attend students who are affected in their school performance or have disadvantages compared to their peers due to physical, environmental, cultural, communicative, linguistic and social barriers that in some way affect some of their personal development.

This said, an approach to the imaginaries that pre-service teachers have about educational inclusion responds to the interest of identifying ideas, beliefs, and common knowledge about the reality that is observed in the everyday practices developed by teachers. This type of work involves revealing the symbolic meanings and sociocultural discourses that seem to direct typical actions in educational institutions. Ultimately, the study of the imaginary of teachers in training allows not only to recognize their imaginaries, but also to promote a self-reflective practice that encourages them to new forms of pedagogical work, which can contribute to advance in the transformation of the school and teaching in relation to processes of integration, respect and equality.

Concerning imaginaries of pre-service teachers, it can be stated that they are the assumptions, ideas, and predispositions they have about a situation in the classroom, in this case about inclusive education. These imaginaries are created by teachers themselves according to the contexts they have lived, the training they have received and the beliefs

system they have acquired. The consequence of the imaginaries are certain attitudes taken by the pre-service teachers, which are taken to the classroom and recognized by the students.

There are many imaginaries that pre-service teachers have about inclusive education. Some of these are:

- In our educational system, there are inclusive and mainstream schools. The first ones work with one or several disabilities, whereas the second ones attend the rest of the population that does not have a disability.
- Students with disabilities must be in special institutions that fit their own rhythm of learning and its limitations.
- All students with disabilities have limitations of intellectual nature.
- The support that must be provided for students with disabilities obstruct the learning of other members of the class (Ministerio de Educación, 2017, pp. 34-37)

This research proposal is made with the intent of exploring and identifying the imaginaries that pre-service teachers from seventh to tenth semester of La Salle University have about inclusive education. To Beltrán, Chaverra, Mosquera, and Hinestroza (2017), imaginaries emerge

“...from the condition itself on the understanding of the real, what the human being understands by reality and how it separates it from what it constructs with the mind or what links psychologically as real. Therefore, they are what is not known because they are built in the history of people, or what they do not yet when they mean emotions or sensations; in other words, imaginary leads to a field that is perceived from reality and thinks about it.” (pp. 253-254).

Research Problematization

Based on the above, the present research proposal sought the description of the pre-service teachers' imaginaries about inclusive education from seventh to tenth semester of La Salle University. Consequently, this proposal aimed at answering the following research questions:

Primary research question

- What imaginaries about inclusive education do pre-service teachers have in the BA program of Spanish and foreign languages from La Salle University?

Secondary research questions

- What types of imaginaries about inclusive education circulate among pre-service teachers of La Salle University?
- How do imaginaries influence pre-service teachers to work with inclusive education?

Regarding the previous research questions, the project aimed at achieving the following objectives:

General Objective

- Describe the imaginaries that pre-service teachers from seventh to tenth semester from La Salle University have about inclusive education.

Specific Objectives

- Recognize the types of imaginaries that pre-service teachers from La Salle University have about inclusive education.
- Identify the influences of the imaginaries on the pre-service teachers work inclusive education.

Research justification

Inclusive education is a phenomenon that is increasingly part of public policies, with the aim of achieving social cohesion and justice. In this regard, UNESCO (2008) defines it as "a process aimed at responding to the diversity of students by increasing their participation and reducing exclusion in and from education" (p.4). Because of their cohesive and just nature, schools and universities are ideal places for inclusion to take place as they function as social systems and, therefore, allow relationships to be established, organizational structures to be formed, intergroup environments to be created, and favourable relationships to be established. These characteristics are factors that determine a good part of the formative capacity of the educational communities. It is for this reason that inclusion constitutes a valid and interesting perspective of research, because through it, the mechanisms and practices circulating in schools and universities can be described, which ultimately allow

understanding how different individuals join the social networks that co-exist and how they get to form an effective part of them (Cook, Semmel and Gerber, 1999).

In addition, the model of inclusive education has gained relevance in recent years, as it is based on different approaches that addressed the relation between equity and quality of education. In this context, schools must and can deliver a good education to all students regardless of their different abilities (Blanco, 2008). To the European Disability Forum (2009), in order to achieve this goal, schools must produce a radical change at two parallel, but complementary levels. On the one hand, there must be a revolution in the minds of its members about disability and coexistence, including teachers, students, administrators and parents. On the other hand, there must be a profound transformation of both curriculum and curricular administration; such transformation should allow teachers to promote the co-existence and interaction of students with disabilities and regular students.

For the above-mentioned reasons, the objective of the study was to describe the imaginaries about inclusive education that pre-service teachers have. The description of these imaginaries is important as these teachers are expected to be able to carry out inclusion in their classes by creating "processes aimed at responding to the diversity of students by increasing their participation and reducing exclusion in and from education" (UNESCO, 2008, p. 4). Describing such imaginaries and helping them adjust to the new demands of education is not only a professionally responsibility, but above all, an ethical obligation. Pre-service teachers need not just to possess the disciplinary and pedagogical knowledge to deal with the so-called *regular classroom*, but more importantly, they need to have a mindset that enables them to understand and respond to the multiple realities and inner worlds that all students have, even those with special educational needs. However, possessing debilitating, unfounded or dislocated imaginaries can prevent pre-service teachers from living, appreciating and learning for the reality of inclusion, equity and respect. It is, then, necessary to carry out studies that help reveal imaginaries regarding inclusive education and questioning whether or not young or new teachers are equipped and prepared for it.

This is even more imperative in Latin American countries because authors such as Booth and Ainscow (as cited by De la Mora Alvarado, 2012) claim that there are high levels of exclusion, inequality, and social fragmentation in our continent. Therefore, it is very important that pre-service teachers are aware of the problems that exist in our context in order

to inform and train us to contribute to a society free of prejudices and exclusions. Studying inclusive education is, then, necessary for the development of our society as much as for our own growth as teachers and human beings since it will open room and space for discussion and reflection on how students with special needs have been and are still silenced, ignored, and excluded.

THEORETICAL FRAMEWORK

Previous Studies

The review of previous studies resulted in the localization of five academic sources: four journal papers and one master's degree thesis. These sources appeared after doing a systematic literature search that used Google Scholar and 5 databases: ScienceDirect, and EBSCO. To search for articles in the databases, five normalized keywords were used: "pre-service teachers + imaginaries", "Pre-service teachers + inclusive education", "imaginaries + inclusive education".

The first academic source is "Pre-service teachers' beliefs about inclusive education in the Netherlands: an exploratory study", a research paper written by Civitillo, De Moor and Vervloed (2016). The article refers to the identification that pre-service teachers' beliefs have about inclusive education through a questionnaire. It was applied to a convenience sample of 139 pre-service teachers (87.8% females) at a training institution for primary school educators in the Netherlands. In conclusion, this study highlights that resistance to the implementation of inclusive education remains a major challenge in the Netherlands. Policymakers and teacher training institutions that prepare new teachers for future inclusive classrooms must consider and respect the beliefs of the new teachers. However, they must seek counter measures for neutral and negative beliefs towards inclusive education.

The second paper is “Measuring pre-service teachers' attitudes towards inclusive education: Psychometric properties of the TAIS scale” written by Saloviita (2015). The article intends to identify attitudes of pre-service teacher's toward inclusive education. To do so, Saloviita applied a questionnaire to 185 pre-service subject teachers who were contacted during their university course on educational psychology organized as a part of their studies in the department of teacher education. The questionnaire was delivered to the participants at the beginning of the lecture, and it was stressed that participation was both anonymous and voluntary and that it was acceptable to opt out. Results suggest that this population supports inclusive education, and at the same time agrees on its workload problems, while among older students and in-service teachers, the tendency to express concerns was associated with more negative attitudes towards the desirability of inclusive education.

The third academic source is "Function versus institution: imaginary of professors and university students", a research paper written by Murcia Peña, Napoleón Pintos De Cea Naharro, Ospina-Serna, and Héctor Fabio (2009). The article refers to the identification of the imaginaries that teachers and students have about universities. This paper helped us to define and classify different perspectives about social imaginaries. It used a questionnaire that was applied to some students and teachers from Caldas university. The researches considered the status within the university, the assigned functions and the coexistence in the university. In conclusion, they realized that gender, the time at university and faculty are not relevant factors whereas social perspectives and experiences are. For example, teachers and students create imaginaries according to their social position, which encouraged them to regard the university as a company, an economic organization, and not necessarily a social institution.

The fourth source is “Teaching ethics and practice”, this research was written by Suárez González, Martín Gallego, Mejia Rodríguez and Acuña Reyes (2016). It presents a qualitative case study developed in Barranquilla about how teachers build a series of imaginaries throughout their lives and incorporate them in their teaching-learning process and pedagogical practices. To do so, the researchers used surveys, non-participant observations, and interviews with initially 73 teachers and then 4 key informants. Results suggest there are representations of teachers' thoughts and behaviors expressed in actions,

intentions and feelings related to their conceptions about ethics, showing, in general, an interest in Aristotelian and Kantian theories, although privileging particularly the first ones.

Finally, the fifth academic source is “Pre-service teachers’ attitudes, concerns and sentiments about inclusive education: an international comparison of novice pre-service teachers” a research paper written by Sharma, Forlin, Loreman, and Earle (2006). The article is referred to the nature of concerns and attitudes held by pre-service teachers regarding inclusive education and their degree of comfort on interaction with people with disabilities (Sharma, Forlin, Loreman, & Earle, 2006). In this research project, the authors chose four countries Australia, China, Singapore and Canada They used as a tool a survey divided into four parts (Demographic Information, Attitudes Toward Inclusive Education Scale, The Interaction with Persons with Disability, Concerns about Inclusive Education Scale). In the results, the researchers found that the western educators were clearly more positive on practically every measure, which seems to be connected to receiving professional training. On the other hand, Eastern educators showed stronger cultural biases against people with disabilities.

Literature review

Inclusive education

Ainscow, as cited in (Acuña & Cárdenas, 2017) presents some important elements to define inclusion. To him, it is:

“a process; a never-ending search for adequate forms to respond to diversity, to learn to live with differences, to take advantage of them and to comprehend them to achieve sustainable changes. It is centred in the identification and elimination of barriers, which embrace the personal, social, and cultural conditions of determined students or groups of students, policies, and educative resources that produce exclusion. And finally, inclusion means assistance and good school performances” (p. 122).

Mosquera, Cárdenas and Nieto (2018) state that inclusive education means that students with special needs or conditions participate and are recognized as individuals who belong to the community and who have the same rights and opportunities of every single person. This implies that inclusive education must ensure the social and intellectual

development of the student, provide a personalized education and prepare an individual to be socially competent. Inclusive education is a human right, it is not a matter of privileges, but a government obligation. In this regard, the United Nations Organization explains inclusive education as an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society (UNESCO, 2009).

However, it is necessary to make a distinction between inclusion and education, according to this, Xilda Lobato as cited in De la Mora Alvarado (2012) points out that the movement of inclusive schools began to take shape in the late '40s through events that focused on the care of people with disabilities and in favour of social integration. It should be noted that the idea of an inclusive school has been considered for several decades, therefore it is a subject with which all teachers must be familiar, and which is necessary to consider for our teacher training.

According to Liasidou, (2012), inclusive education “constitutes an international policy imperative that promotes the rights of disabled children to be educated alongside their peers in mainstream classrooms” (p. 168). These imperative demands to differentiate integration and inclusion. When we speak about integration, we are talking about being in society with people with disabilities. In other words, it revolves about guaranteeing tolerance and co-existence. On the other hand, inclusion seeks to provide appropriate responses to the broad spectrum of learning needs in both formal and non-formal settings of education. Inclusive education, rather than a marginal issue that deals with how to integrate certain students to conventional education, represents a perspective that should serve to analyse how to transform educational systems and other learning environments, to respond to the diversity of the students. The purpose of inclusive education is to allow teachers and students to feel comfortable with diversity and perceive it not as a problem, but as a challenge and an opportunity to enrich the ways of teaching and learning

In some countries, inclusive education is still largely thought of as an approach to serving children with disabilities within general education settings (Mittler, 2014). However, it is increasingly seen more broadly as a reform that responds to diversity among all learners. The argument developed in this paper adopts this broader formulation. It presumes that the aim of inclusive school improvement is to eliminate exclusionary processes from education

that are a consequence of attitudes and responses to diversity in race, social class, ethnicity, religion, gender, and attainment, as well as to disabilities. It starts with the belief that education is a basic human right and the foundation for a more just society.

The Ministry of National Education (2017) seeks to establish mechanisms to make effective the rights to education, participation and equal opportunities for all children, youth and adults, regardless of their personal, socio-economic or cultural characteristics. This shows that the national government is aware of the importance of inclusive education in our country and says to ensure that quality education is provided to vulnerable groups in Colombia. The national Ministry of education also considers inclusive education as a *revolution* in the Colombian educated system.

UNESCO (2014) highlights the importance of providing quality education to children to build an equitable society full of opportunities for all. This quality education also refers to inclusive education, as it is "about putting the right to education into action by including all learners, respecting their diverse needs, abilities, and characteristics and eliminating all forms of discrimination in the learning environment." (UNESCO, 2014). UNESCO also mentions the importance of offering equal opportunities to all vulnerable groups, with an emphasis on people living in the post-conflict and their need for quality education, since many of the countries that go through this stage have no education systems that work properly.

In addition, inclusive education is a process that involves the transformation of schools and other centres of learning to cater for all children—including boys and girls, students from ethnic minorities, those affected by HIV and AIDS, and those with disabilities and learning difficulties (UNESCO 2008). As a result, inclusive education aims to eliminate social exclusion resulting from attitudes and responses to diversity in race, social class, ethnicity, religion, gender, and ability. As such, it starts with the belief that education is a basic human right and the foundation for a more just society. In this sense, it is the means of ensuring that Education for all really does mean all.

Unfortunately, many teachers regard their training as inadequate or insufficient when it comes to address the diversity of students in educational institutions. Vélez (2011) claims that what is more delicate and transcendental, many of them continue to believe that attention to all, that attention to diversity is not an issue that concerns them. They seem to think so as they state they have been not trained to do so, as their training focuses on a normality that

does not embrace diversity. As a result, they believe it is a duty of professionals such as psychologists, therapists, social workers, etc. It comes as no surprise to them that UNESCO (2009) states that teacher training programs, both initial and in-service, should be reoriented and harmonized with approaches to inclusive education. This reorientation needs to provide teachers with the necessary competencies to ensure that diversity is beneficial in the classroom and in accordance with the reformed curricula.

Imaginaries

Rosas (2005) states that the imaginary is “a set of symbolic meanings that structure at every moment the social experience and engender behaviours, images, attitudes and feelings that mobilize actions ” (p. 8). Similarly, Zemelman (2008) asserts that "imaginaries constitute a theoretical-methodological tool that allows the understanding of realities as human inventions". However, the concept of imaginary is usually taken from the perspective of social imaginaries proposed by Castoriadis (1991), who claim that they are representations that allow seeing as real and true what social systems construct. Communities weave an individual and common system to understand the world around them. This social construct is what Castoriadis calls imaginary. Specifically, it conceives as a socio-historical construction that encompasses norms and symbols shared by a certain social group and that, despite its imagined nature, operates, offering both opportunities and restrictions for the actions of the subjects.

Following Castoriadis, Barreto, Gamboa, Hernández y Neva (2018) imaginaries are a socio-historical construction that is affected by various factors such as culture, political and economic systems, and both individual and collective experiences and imagination. Thanks to imaginaries, social groups and individuals develop sociocultural practices and processes that specify forms of behavior against a specific issue. In other words, individuals carry out practices and processes, which are permeated by the imaginaries that they have appropriated and legitimated in their communities.

Pérez, as cited in (Durand, 1997) defines imaginary to contrast with imagination in the following terms:

The organizer of the real, that is, both the rational aspect and the sensibility in the production of meanings. The imagination, and more widely the whole imaginary, performs a function of hope, balancing the world (p. 129).

This means a human has a euphony between real and imaginary world to make lenitive his/her fears related to images that he/she received in the world and how he/she perceives it. We as people in constant changes have the need to think not only in theoretical studies about the real world but in a sensible way too. Then, imaginaries help to implicate ourselves with external world with our internal senses about whatever thing.

According to Murcia-Peña, Pintos, and Ospina-Serna (2009), there are two main tendencies when it comes to studying and discussing imaginaries: a reproductionist tendency and a constructivist tendency. The first states that the individual makes his reality through symbols, images and meanings based on a set of static and predetermined universal agreements. In other words, he reproduces symbols, images, and meanings that have been agreed upon in his social world. On the other hand, the constructivist tendency points out that individuals have different set of symbols, images and meanings that they form as different realities and experiences shapes their realities and social connections. This means, individuals construct and reshape their imaginaries in an active way. These authors favor the last tendency and they claim that:

Imaginaries become scenarios of social plausibility because they are about people who guide their speeches, representations, and actions for the validity of social life, so that they are credible. Not acting within the limits agreed upon as social imaginaries is social. Being out of place is out of the ordinary. Hence, people organize their lives within social imaginaries (p. 4).

Pre-service teachers

Pre-service teachers are those students who participate in pre-service training or education, understood as “courses or programs of study which student teachers complete before they begin teaching” (Richards & Schmidt, 2002, p. 416). Such courses or program revolve around basic components: subject content, pedagogic content knowledge,

professional/education studies, and teaching practice. The first component deals with “knowledge and understanding of school subjects in the primary curriculum” whereas the second has to do with “teaching methods and ways of assessing learning related to specific subject areas and matched to the capabilities of learners”. Professional/Education studies include awareness of relevant educational history, psychology, sociology, legislation, and issues such as lesson planning, classroom management, and assessment. Finally, teaching practice or practicum consists of going to schools or institutes to practice teaching under supervision with support from experienced mentor teachers (UNESCO, 2005).

When discussing pre-service teachers, Imbernón (1998) talks about the new teachers who are considered a stage of the novel professoriate that takes place during the first three years of the profession. This stage includes the *threshold or anteroom* phase (after six months) and the *maturity and growth* phase (after six months). Also, he considers important to keep in mind the levels to whom they are going to teach. If it is basic school, it is important to be formed with strong didactic foundations whereas, if it is media schools, it is important to be formed with strong disciplinary bases (Vaillant, 2005, p. 32). No matter where or how they are formed, Vaillant (2005) points out that many researchers suggest that pre-service teachers are suffering the contradiction between ideal teaching and real teaching. This situation occurs because formation tends not to be strongly linked to practical and real contexts. Instead, new teachers receive lots of lectures and seminars.

Vezub (2007) claims that the historical evolution of teacher training shows a constant movement towards the professionalization of the teaching staff. In this process, initial training was raised to the higher levels of the educational system, requiring those who entered the initial teacher training for previous secondary studies. This process was not without difficulties. When the formation was placed in the former Normal Schools, generally converted into higher institutes or university colleges, it was difficult for its protagonists to leave behind the structure and organizational cultures typical of the middle levels that preceded it. In many cases the training rose in level but the institutions, but they continued to function in a similar way to the secondary schools from which they emerged, with infantile relationships between teachers and students and links to knowledge that reproduces school logic, the weight of authority and the role of the teacher to the detriment of the autonomy of students, the development of their skills in research and knowledge construction.

Within this context, pre-service teachers enter programs where they must acquire and develop a certain set of disciplinary, pedagogical, and professional knowledge, attitudes, and abilities. They are expected to comprehend and assume the teaching profession as a committed activity that involves social and ethical dimension as well as political and cultural aspects. Ultimately, they should learn to be autonomous and responsible educational agents, capable of satisfying the demands of a society in constant movement, adapting the advances of developing disciplines and responding to the interests of different educational actors. In this way, pre-service teachers must understand their education as an updating process that enables them to carry out their pedagogical and professional practice in a meaningful, relevant and appropriate way to the social contexts in which they are enrolled and to the populations they serve (Camargo et. al., 2004).

It is important to point that university provides teachers base and theory to help them to gain knowledge and competencies so as for them to become social transformers and autonomous teachers capable of adapting a methodology according to the context in which students are. However, pre-service teachers need a direct contact and interaction with real experiences that help them to develop their ideas about how a real class is, with real students, with real responsibilities. In this regard, Parra (2010, p. 74) states: “Interaction necessarily involves the understanding of meanings and the reciprocal interpretation of one's actions and in which daily life is permanently defined and framed in a physical, institutional, historical and cultural context.”

METHODOLOGICAL FRAMEWORK

Paradigm, approach, and type of study

This research project is part of an interpretive paradigm, which goes back to the idea of authors such as Denzin and Lincoln (2005) define it as “The researcher’s set of beliefs and feelings about the world and how it should be understood and studied” (p. 22). Similarly, Fossey, Harvey, McDermott and Davidson. (2002) claim that “The interpretive paradigm focuses primarily on recognizing and narrating the meaning of human experiences and actions”.

In terms of approach, this research project adheres to the qualitative approach. According to this approach, the sample population should be analysed during its naturalness and spontaneity. Shank (2002) defines the qualitative approach as a form of systematic empirical inquiry into meaning. This process involves asking questions, collecting data and identifying imaginaries that pre-teachers have in practice about inclusive education.

Finally, in terms of the type of study, this research project is assumed as a descriptive study. Koh and Owen (2000) state that a descriptive study “its value is based on the premise that problems can be solved, and practices improved through observation, analysis, and description” (p. 219). According to this, once the data have been collected and analysed, a detailed description of the results obtained will be made, to propose a possible solution or interpretation to the research problem at hand.

Population and sampling

According to Hanlon and Larget (2011), a population is all the individuals or units of interest; typically, there is no available data for almost all individuals in a population, it means that in a population we find the elements to study. Hanlon and Larget also state that a sample is a subset of the individuals in a population; there is typically data available for individuals in samples. In other words, we take the sample from population, it is a part of a group that we are going to study. The sample is the group in which the data is going to be collected. “When the population is very large or when it is not necessary to cover it completely, instead of investigating all its elements, a sample representing it is calculated.” (Del Cid, Mendez, & Sandoval, 2011).

In our research, we have 26 surveyed who participated from La Salle university in seventh, eighth, ninth and tenth semester, they have made their teaching practices in Spanish, English or French, their ages are between 20 and 30 years old and they are in night and day schedule.

Data collection

In this research project, one technique and one instrument were used in order to answer the questions and achieve the objectives. Concretely, the technique was surveys while the instrument was questionnaires. As a data collection technique, Burns (2008) defines

surveys “analysing data is a continuing process of reducing information to find explanations and patterns”. For him, the researcher could ask questions related to the beliefs, personal backgrounds, motivations, plans and feelings when the study requires it, or he wishes it. The good thing about conducting surveys is that it offers the researcher two ways of collecting information, such as “directly (asking people to answer questions) and indirectly (by reviewing written, either on paper or internet or oral, which is carried by telephone) (Burns, 2008). In the creation and implementation of this data technique, this study strived to follow some steps suggested by Lodico, Spaulding and Voegtler (2010). They mention some steps to carry out a good survey, which are: (a) identify a research topic, (b) conduct a review of the literature review, (c) generate a survey with instructions and cover letter, and (d) pilot and apply the survey making sure answers are collected properly and completely.

The image displays two screenshots of a survey interface, labeled 'Excerpt 0. General structure'.

Left Screenshot (Primera Sección):

- Section: **Primera Sección**
- Question Type: (Pregunta abierta o no estructurada)
- Question 1: **1. Educación Inclusiva**
- Description: Descripción (opcional)
- Question A: **A. Describa, por favor, las características de un grupo de clase de carácter inclusivo.**
- Response Type: Texto de respuesta larga
- Question B: **B. Mencione, por favor, un grupo con el que usted crea trabajó educación inclusiva, detallando sus características.**
- Response Type: Texto de respuesta larga
- Question C: **C. Escoja la imagen que mejor represente la educación inclusiva y mencione la razón de su respuesta:**
- Image: A circular icon containing a grid of small, multi-colored dots.

Right Screenshot (Segunda Sección):

- Section: **Segunda Sección**
- Question 1: **1. Educación Inclusiva (Pregunta cerrada o estructurada de respuesta única)**
- Question A: **A. Escoja la opción que mejor defina para usted educación inclusiva:**
- Options:
 - ☐ Los estudiantes con necesidades especiales, deben estar en instituciones con enfoque para esta población.
 - ☐ Los estudiantes con necesidades físicas o cognitivas, no pueden estar con estudiantes de nivel académico estándar.
 - ☐ Todos y cada uno de nuestros estudiantes es único y por lo tanto, es posible tener todo tipo de estudiantes con sus...
- Question B: **B. Escoja la opción que mejor represente el grado con el cual está de acuerdo con el enunciado.**
- Response Type: A Likert scale with five points: **Totalmente de ac...**, **De acuerdo**, **Neutral**, **En desacuerdo**, **Totalmente en de...**
- Statements:
 - En algunos países...
 - Todos los estudia...
 - La educación incl...
 - Los objetivos de e...

Excerpt 0. General structure.

Data analysis

This research project understood data analysis as "the research work begins with the search, delimitation and formulation of the problems and continues with the exploration of the background and the definition of the necessary concepts for the clarification and foundation of the problem," (Díaz 2014) (p. 19). This process of meaning extraction contemplates three key moments: (1) data reduction, (2) data representation and (3) interpretation of the data. The reduction of the data is related to simplify and grouping the

data recorded in the collection instruments through their categorization, coding, synthesis and grouping. Meanwhile, the representation of the data seeks to establish relationships or interactions between the categories and the established data through graphs / diagrams, matrixes or network systems. Finally, the interpretation of the data is oriented towards the understanding or explanation of patterns, trends or regularities found in the relationships or interactions of the categories and codes analysed (Díaz 2014).

Besides, this research project considered the differentiated, but complementary management that authors such as Díaz (2014) discuss when doing quantitative (numbers) and qualitative (words) analyses. For the analytical treatment of quantitative data, Luna advises the use of descriptive statistics, since this is an effective mechanism to summarize the basic features of information through frequency counting (percentages and averages in tables or graphs) and central tendency (mode, medium and median). On the other hand, working with qualitative data requires at least thematic analysis, which allows researchers to review the information, take notes about it and begin to discover patterns (recurrent trends) and develop themes (groups of categories / codes with meanings). Regarding thematic analysis, Luna explains that it involves six essential steps or phases: Immersion in information, generation of initial categories, elimination of imprecise categories, union of similar categories, revision of final categories and establishment of patterns and relationships.

FINDINGS AND DISCUSSION

The survey was structured in two sections. Section 1 was the open part and section 2 the closed part. These sections had three a priori categories that emerged from the literature review: Inclusive education, imaginaries, and pre-service teachers. In the first section, respondents were asked to feel free to answer what they wanted to, but, in section two, the teachers had to regulate their answers to closed questions. Such combined use of free and controlled sections sought to strengthen data consistency and allow for dependability in what they said in the sections 2.

Main findings in section 1

Inclusive education

A. Describa, por favor, las características de un grupo de clase de carácter inclusivo.

26 respuestas

Integración de la vida comunitaria de cada miembro a una sociedad, vida digna con servicios básicos y generar sostenibilidad.

Espacio donde todos tienen voz y voto, donde todos sin exclusión tienen la oportunidad de exponer ideas y opiniones. Espacio que genera el profesor y es para el libre desarrollo de sus estudiantes.

Un grupo que requiere de atenciones individuales dependiendo de las necesidades, ya sean estas entendidas en aspectos físicos, mentales y cognitivos.

Es un grupo de clase donde se encuentran uno o más estudiantes con algún tipo de discapacidad. Se busca generar un ambiente cómodo para los estudiantes tanto como con la discapacidad como los que no.

Un grupo inclusivo debe tener una actividad actividad para con los estudiantes que precisen afianzar sus capacidades, además de tener actividades didácticas, materiales visuales, auditivos.

Libertad de género, respeto al fundamento de la educación en el estado laico.

Considero un grupo de carácter inclusivo es aquel que que en su grupo tiene un miembro con una discapacidad.

Debería tener estudiantes de diferentes niveles educativos, tipo universidad, de diferentes características y personalidades sin discriminación de raza, orientación sexual u otras...

Un grupo de clase de carácter inclusivo, es aquel que tiene estudiantes con capacidades y formas de aprendizaje diversas.

Excerpt 1. Inclusive education.

The comments about what inclusive education is, show the relation between some important characteristics that pre-service teacher can identify; according to our surveyed people, inclusive education has students with different cognitive, physical and sociocultural abilities. This is a good example of Mărgărițoiu (2018), as he claims that inclusive education can eliminate segregation contributing to the development of inclusive and tolerant community.

The surveyed people also mentioned that in their experiences with inclusion groups they have observed different difficulties, for example, lack of attention on the part of certain students and difficulty in group management, although the pre-service teachers have looked for strategies to achieve that their experience is significant for their training. For most of the surveyed people, working with inclusion groups made their pedagogical practices different, they mentioned many schools and courses in which they had the opportunity to work with inclusion students. Some of the surveyed people also mention that inclusive education has been seen in all classrooms by them, since the inclusive classroom does not cover only students with physical and cognitive disabilities, but also different socioeconomic strata, different thoughts, beliefs, races, gender preferences etc.

Imagaries

B. Mencione, por favor, un grupo con el que usted crea trabajó educación inclusiva, detallando sus características.

26 respuestas

Ninguno
Grupo: centro de educación para el trabajo y desarrollo humano; inclusión para el desarrollo personal y familiar. Grupo: desplazamiento, integración a través de programas técnico-laborales.
No he tenido experiencias con grupos.
En servicio social fui colaboradora en una orientación académica donde existían estudiantes con discapacidades visual y se les enseñaban a leer en Braille.
Para el trabajo con grupo en donde se encuentren estudiantes con alguna discapacidad busco que el nivel de las actividades sea apto para estos tipos de estudiantes, sin embargo presto mayor atención y acompañó a los estudiantes discapacitados.
Trabajo en un colegio donde tengo estudiantes transgénero y se trabaja la inclusión todo el tiempo cuando educamos por fuera de lo tradicional.
Actualmente trabajo con un grupo de 38 estudiantes de tercero y entre ellos hay dos con discapacidad.
En primera práctica tuve estudiantes de diferentes niveles educativos así como edades lo cual permitió una integración en todo sentido.
No he tenido esta experiencia.

Excerpt 2. Imaginaries.

Most of Pre-service teachers have common imaginaries about their students during their practices: students are difficult people with motivation problems for studying and they are so active; according to this, our pre-service teachers feel unmotivated and not prepared enough for different situations that can happen in a classroom. These imaginaries are related with social representations created from the education theory, as Murcia (2009) described in his article, they guide their representations since their social life.

Pre-service teachers

B. Describa una experiencia suya en donde haya tenido contacto con educación inclusiva. En caso contrario de no haber tenido esta experiencia, describa, por favor, la experiencia que le gustaría tener.

26 respuestas

Centro de educación para el trabajo, población desplazada por la violencia.

Donde todos los estudiantes puedan expresarse con plena libertad.

Me gustaría tener una experiencia en donde sin importar el tipo de necesidad del estudiante pueda crear un vínculo con él y aprender más yo en mi rol de docente con él y que él aprenda de mí.

La estudiante contaba con una discapacidad que aunque no le impedía realizar las actividades las realizaba de una manera más lenta con la ayuda de un tutor.

Me gustaría aprender lenguaje de señas y tener esta experiencia, pienso que es algo que nunca he hecho en mi vida tener otro tipo de comunicación.

Dictando clases de inglés todos los días con estudiantes transgénero, es interesante, pero no le veo nada de raro, ya que son personas.

Hoy en día tengo esta experiencia y la disfruto mucho, Valentino y Joseph son niños increíbles.

No me gustaría tener un aula con discapacitados. No he tenido educación inclisiva y me gustaría tener la experiencia con sordos.

No he tenido experiencia donde haya tenido contacto con educación inclusiva. Me gustaría tener contacto con estudiantes sordos.

Excerpt 3. Pre-service teachers.

We can notice that most of our pre-service teachers, did not have experience with inclusive education in their practices, it means that at university's classes we do not have many possibilities for learning about inclusive education, but we must give face to this in real professional life without deep formation about this topic. On the other hand, the surveyed people that have experience with inclusive education, mentioned some imaginaries and highlighted how when they are facing inclusive education, they stated that always they should give their best to create a good environment in their classes, but they do not describe exactly what they are doing to manage this kind of classrooms conditions. According to these answers from the pre-service teachers surveyed, we can say that what they think, imagine, know, learn, teach and feel is all a process acquired through their experience. This seems to

be connected to what Francisco Imbernón (1998) defines teacher training: "constant learning, bringing it (training) closer to the development of professional activities and professional practice" (p. 77).

Main findings in section 2

Inclusive education

A. Escoja la opción que mejor defina para usted educación inclusiva:

26 respuestas



Figure 1. Inclusive education.

This pie chart shows the yellow option with a 69.2% of the surveyed pre-service teachers. They agree that each group of their practices is different and shows that they are conscious that their professional work is not constant, but it is so variable because they are working with humans, people that are always changing. According to Moliner (2013), each student has the same educational rights, and for that reason, each school (private and public) is inclusive.

For most of the surveyed people, inclusive education is a matter that should not be treated specifically by professionals in psychology, but it is also an issue that concerns teachers, and in which all of them should be trained. However, it is in practice where pre-service teachers experience what is really inclusive education and it is in that moment when they begin to experience the importance of being able to face the needs of each one of the students.

Imaginaries

B. Se requieren instituciones dedicadas específicamente a las necesidades de grupos de inclusión.

26 respuestas

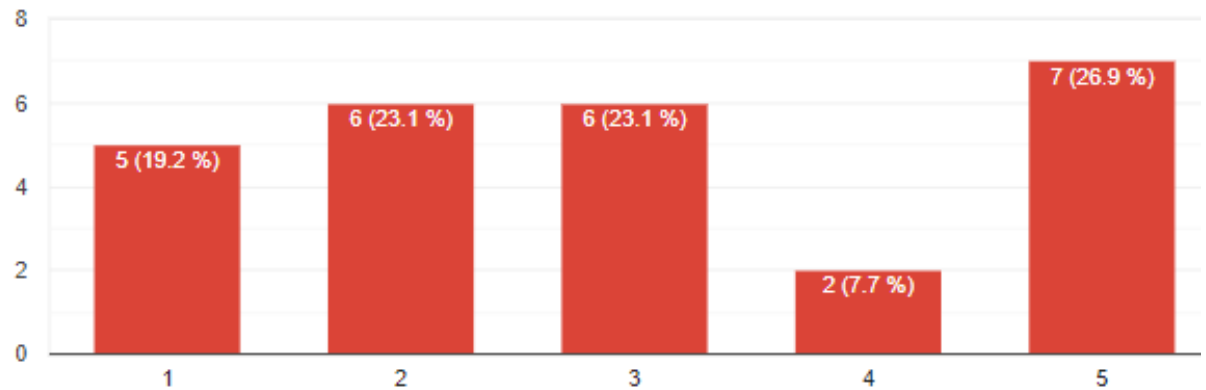


Figure 2. Imaginaries.

According to the previous graphic, we can notice that the 25% of the surveyed pre-service teachers chose a neutral position about the imaginary of having specific educational institutions in charge of inclusion students. We also realized that the same numbers of students chose the option 1 and 2, which indicates that the 50% of the students surveyed do not consider that specialized educational institutions are required specifically to attend the needs of inclusion students. The graphic also shows that only 12.5 % thinks that it is necessary to have specialized institutions in charge of the education on inclusion students. However, no one chose the option 4. We realized that imaginaries exposed by the pre-service teacher surveyed are based on their own experiences and beliefs , but when they have already faced an inclusive classroom, they become more sensitive and interested about this topic, because they feel it as their responsibility as future teachers and in that way they are creating new experiences.

Pre-service teachers

B. El realizar prácticas con grupos de carácter inclusivo es...

26 respuestas

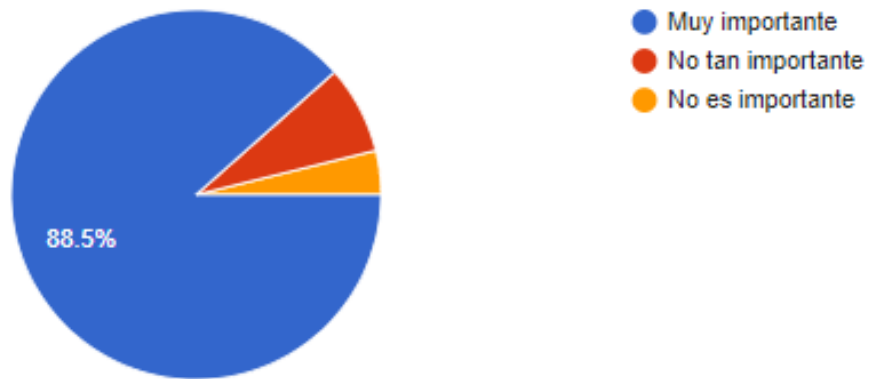


Figure 3. Pre-service teachers.

By analysing this graphic, we can realize that the 91.7% of the pre-service teachers from La Salle University consider “very important” to have pedagogical practices with an inclusion class group, but also the 8.3% don’t see it like something relevant. According to the given answer, it is necessary to highlight the interest of the surveyed pre-service teachers in having contact with the inclusive classroom as part of their teacher training. Inclusive education is seen for the most pre-service teacher surveyed as an important part of their educational process, and also as a tool that will do a better society, something similar as how Ainscow, cited in (Acuña & Cárdenas, 2017) defines inclusive education: “a process; a never-ending search for adequate forms to respond to diversity, to learn to live with differences, to take advantage of them and to comprehend them to achieve sustainable changes.” (Acuña & Cárdenas, 2017).

According to the findings obtained in the two sections of the applied survey, it is necessary to highlight that for most surveyed people, inclusive education is considered as part of their teaching experience in pedagogical practices, of which they have learned a lot. However, all of them have had some kind of imaginaries about the inclusive classroom,

mostly, pessimistic imaginaries, this, according to them because they did not know what this type of education involved.

CONCLUSION

Results from the opened section of the survey indicate that pre-service teachers from La Salle University see inclusive education as a field which is part of their future profession and which in some point of their career they have to face. They mention that it is a difficult part of education, but something necessary for their teaching developing and for society developing and equality. In general, the pre-service teachers have experience in the inclusive classroom and most of them find it enriching. On the other hand, results from the closed section of the survey show that pre-service teachers are conscious of the importance of having practice with inclusive groups, but also a part of them consider it just like something not so important, because they think that specialists should be in charge of these kind of groups. It is necessary to mention that the pre-service teacher recognized the inclusive education as a field in which they are going to find lots of challenges and differences, but in which they have to learn to deal with it and to give the best of themselves as future teachers to achieve an equality education taking into account the importance of inclusion in it, such as Booth and Ainscow define inclusion as: “Right to access, with equity and quality, to the space of opportunities that confers a specific educational environment” (Booth & Ainscow, 2000).

According to the obtained findings, pre-service teachers from La Salle university have as imaginaries about the inclusive education, that this is difficult and complex, also that inclusive education is about finding a classroom where there are students with physical and cognitive disabilities. They also have as imaginaries that the students' part of an inclusion program is going to delay the process of the other students, many of them even imagine that the inclusive classroom should oversee professionals, that have experience in this. However, most of pre-service teachers, however, they came to the classroom and were attentive to the environment due to including students, they did not allow themselves to be influenced by the

imaginaries they had previously, and they decided to focus on having a meaningful experience and in learn from that.

Finally, based on the findings, we recommend learning approaches like related topic with inclusive education and how this topic is related with system education and if pre service teachers are prepared for inclusive education, since this type of topics allow a social analysis that shows the opinions and studies of experts in the field, it also allows us to know the imaginaries and experiences of future teachers, the methodologies they use and how they face the inclusive classroom.

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